

Original Research Article

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Constraints Faced by Agriculture Technology School Students in Receiving Knowledge and Skills

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ABSTRACT

The present study on “constraints faced by Agriculture Technology School students in receiving knowledge and skills” was conducted in Akola and Amravati districts of Maharashtra state. The exploratory research design of social research was used. In all, 120 respondents were selected by random sampling method. The data was collected with the help of questionnaire and statistically analyzed. The findings of the present study revealed that, majority 83.33 per cent of students faced the constraint of non availability Internet facilities in Agriculture Technology school, 78.33 per cent of the respondents faced the problem of non availability of audio visual aids facilities in the school, non availability of nursery tools was a important constraint faced by 75.00 per cent of the respondents, 62.50 per cent of the student faced the constraint of non availability of well equipped Laboratory. Whereas regular educational tours are not organized was the constraint expressed by 50.83 per cent of the students, 50.00 per cent of the students expressed the constraint of non availability of Library facility with furniture, 40.83 per cent students faced the constraint of lack of knowledge in used of different machineries, 37.50 per cent of the student faced the constraint non availability of books in sufficient quantity, non guidance regarding starting of agribusiness was the constraint expressed by 26.66 per cent of the students, About 18.33 per cent of the students expressed the constraint of insufficient sports facility. Whereas, 13.33 per cent students faced the constraint of not conducted the regular classes.

Keywords

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Introduction

India is passing through third stage of demographic growth rate, but also an extremely large existing size of population. Thus, unless this tremendous increase in the population is curbed, the economic development of the nation will be curtailed on account of its adverse effect on the national income, food supply, unemployment and the capital formation. Looking to increased

population, the present need is to engage the agriculture students in agricultural production process and allied sectors. In Indian situation agriculture has been providing basis for many diversified industries and is professed by a big majority of working population.

To bring more perfection in agriculture, for increasing productivity it was thought necessary by policy makers to establish Agricultural Universities in the country.

Agricultural education in India is very important in a sense that nations economy mostly depends upon agriculture. It is observed that most of the students coming out of agricultural universities do not meet the requirements of knowledge and skills. Agriculture is applied science and hence vigorous practical training and continuous updating of knowledge and skills is also necessary.

Basic education will also ensure that village youths would be better oriented for sharing responsibilities in the field of rural development and throw up the right kind of leadership and help, to some extent, in reversing the process of drift of talent from the villages to the cities, which is so important. Agriculture education upto diploma level will better promote rural leadership and fit rural youth for self employment. There should be adequate provision for agricultural education and understanding of the place of agriculture in life of the rural communities.

Lower Agriculture Education is independent education branch working separately in agricultural universities since many years. Agriculture schools under agricultural universities are offering two years diploma course in agriculture. Boys and girls from rural farm families are seeking admission to this course on large scale.

This course provide agricultural education to the grass root level farming community of country which is expected to results in increased farm production. These agriculture students are the youths from agricultural families. After completing this course they are supposed to apply their knowledge to agriculture and improve the farm situation. They can also play an important role in agriculture entrepreneurship development (Kalantri and Khonde, 2003).

Considering the importance of lower education in Agricultural University the present study has been undertaken.

The main objectives include to study the profile of the Agriculture Technology School students. And also to Study the constraints faced by Agriculture Technology School students in receiving knowledge and skills.

Materials and Methods

Agriculture technology school from Amravati and Akola district was purposively selected for the study. Total 120 Agriculture technology school students were selected for the research purpose. The questionnaire was constructed by formulating relevant questions in accordance with objectives of the study. The questionnaire included questions pertaining to gender, caste, family education, parental occupation, family land holding, family income, participation in extracurricular activities, family background, academic performance as well as knowledge. The information from the respondents was collected by personal visit and their responses were considered for the purpose of present study. Data was collected. Mean, S.D. and coefficient of correlation methods were used for analysis of the data.

Results and Discussion

The results obtained from the analysis of the data in accordance of the study objectives along with the logical discussion have been given to interpret the observed phenomena.

It is revealed from table 1 that the majority (83.33%) of students faced the constraint of non availability Internet facilities in school. Whereas, 78.33 per cent of the respondents faced the problem of non availability of audio visual aids facilities in the school and non availability of nursery tools was a important

constraint faced by 75.00 per cent of the respondents and they were ranked as Ist, IInd and IIIrd respectively.

Table.1 The constrains faced by Agriculture Technology School students in receiving knowledge and skills

Sl. No.	Constraints	Respondents (n=120) Frequency	Percentage	Rank
1	Lack of well equipped Laboratory	75	62.50	IV
2	Books are not available in sufficient quantity	45	37.50	VIII
3	Library facility is not well equipped with furniture	60	50.00	VI
4	Sport facilities are insufficient	22	18.33	X
5	Regular educational tours are not organized	61	50.83	V
6	Internet facilities are not available in the school	100	83.33	I
7	Non guidance regarding starting of agribusiness	32	26.66	IX
8	Irregular classes	16	13.33	XI
9	Non availability of audio visual aids facilities	94	78.33	II
10	Lack of knowledge in use of different machineries	49	40.83	VII
11	Non availability of nursery tools	90	75.00	III

About 62.50 per cent of the student faced the constraint of non availability of well equipped Laboratory. Whereas, Regular educational tours are not organized was the constraint expressed by 50.83 per cent of the students and they were ranked as IVth and Vth respectively.

About half per cent (50.00%) of the students expressed the constraint of non availability of Library facility with furniture. Whereas, 40.83 per cent students faced the constraint of lack of knowledge in used of different machineries and they were ranked as VIth and VIIth respectively.

About 37.50 per cent of the student faced the constraint non availability of books in sufficient quantity. Whereas, non guidance regarding starting of agribusiness was the constraint expressed by 26.66 per cent of the

students and they were ranked as VIIIth and IXth respectively.

About 18.33 per cent of the students expressed the constraint of insufficient sports facility. Whereas, 13.33 per cent students faced the constraint of not conducted the regular classes and they were ranked as Xth and XIth respectively.

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